



ROWAN WOOD
SCHOOL

ACCESSIBILITY PLAN POLICY

Reviewed policy agreed by GB on :	Autumn 2025
Reviewed policy shared with staff on:	Autumn 2025
Policy to be reviewed again on:	Autumn 2026
Committee responsible for review:	Policy Committee

Introduction

Under the Equality Act of 2010, all schools are required to have an accessibility plan. The following plan has been written in accordance with [DfE guidance](#) for school leaders regarding the Equality Act and the obligations of schools.

Rowan Wood School is a school for children and young people with autism and complex learning needs in Key Stage 1-5, opening in phases over several years. As part of the pre-opening phase of works, school leaders have, in partnership with the building contractors, ensured that the design of this building is suitable for the group of children and young people who will be using it.

The Compass Partnership of Schools (The Trust) was named as the successful provider for a Free School; commissioned by the Royal Borough of Greenwich in 2024. The Trust embarked on a consultation for the build of Rowan Wood. An equalities study was commissioned as part of the provider process and accessibility was considered as a result of this.

The opening of Rowan Wood School can be considered in 3 phases:

1. September 2025: Rowan Wood secondary aged pupils located in temporary accommodation at Willow Dene School.
2. January 2026: Secondary aged pupils move to new build secondary site at Rowan Wood School, Hargood Road.
3. September 2026: Rowan Wood primary aged pupils admitted and located in temporary accommodation at secondary site of Rowan Wood, Hargood Road.

Identification of permanent primary site is yet to be confirmed by the Royal Borough of Greenwich. At this stage the accessibility plan will be reviewed.

This accessibility plan for the Rowan Wood School accommodation at both its temporary location (Willow Dene School) and permanent location (Hargood Road) is:

- **To work and plan with the Local Education Authority (Royal Borough of Greenwich) and the Trust so that all indoor and outdoor premises at Willow Dene and Hargood Road enable full access to all aspects of the life of the school and provide a barrier-free environment for children and young people, parents and staff.**
- **To remove, as far as we can, those barriers which make it hard for children and young people and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.**

While occupying the Trust buildings, Rowan Wood School will work with the Local Education Authority and the Trust to affect such adjustments and improvements as are necessary to give the best possible access to children and young people, parents and staff. The following plan addresses areas are identified as needing care and on-going work.

The school exists for the benefit of children and young people with autism and complex learning needs. It is fully inclusive; welcoming all children assessed as needing its facilities.

The school's on-going staff recruitment and training programme ensures that staff have, or quickly develop, the necessary knowledge and skills to overcome learning barriers. New staff are well supported (Refer to Trust induction policy)

Nursing support and staff training are in place to ensure that children and young people with medical needs can attend school and have access to the curriculum (Refer to supporting children with medical needs policy)

Rowan Wood School uses appropriate methods and approaches for children and young people's varied needs.

1. This Accessibility Plan has been drawn up in consultation with Royal Borough of Greenwich, Trust staff, Trustees and School Governors and covers the period from 2025-2026.
2. We are committed to providing a fully accessible environment which values and includes all children and young people, staff, parents and visitors regardless of their education, medical, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.
3. Rowan Wood School plans to increase the accessibility of provision for all children and young people, staff and visitors to the school and will contain the following actions:
 - To improve access across the whole school in all sites across 5 key stages throughout the phased opening, developing the learning environment as necessary
 - To enhance access to the curriculum for all our children and young people which includes teaching, learning and access to a curriculum which provides a clear progression framework and takes into account all age ranges and specific learning and physical needs at Rowan Wood.
 - The Trust is participating with the Local Education Authority in planning the further growth of Rowan Wood School including the primary site, ensuring that the building will allow all children to have full access to both a core education offer and the wider community with safety and dignity.
 - To reflect areas outlined in the school opening plan and Compass Special Schools core priorities.
4. Listed below is the action plans relating to the key aspects of accessibility at Rowan Wood. These plans will be reviewed and amended on an annual basis.

5. This Accessibility Plan should be read in conjunction with the following policies:
 - School Brochure
 - Rowan Wood Project Plan
 - School Opening Plan
 - Compass Special School's core priorities
 - Teaching and Learning Policy
 - CPD Policy
 - Health & Safety Policy
 - Equalities Plan
 - Behaviour Management Policy
 - Anti Bullying Policy
 - Induction Policy
 - Supporting Children with Medical Needs Policy
6. Information about our Accessibility Plan will be published annually to parents via our website.
7. The Plan will be monitored through the Policy Committee on an annual basis.
8. This plan will be available to Ofsted during any inspection.

The Physical Environment

TARGET	STRATEGY	PEOPLE/RESOURCES	TIMESCALE	OUTCOME
Children and young people arrive at school safely, comfortably and on time	Continued monitoring of buses and discussion with transport managers	SLT and Transport	On-going	Journey time is reasonable for all children and young people, no curriculum time is lost. Children and young people and parents are happy with the journeys to and from school.
All children and young people are taught with a peer group which enables access to a specialist learning environment in the classroom, curriculum adapted to an appropriate level and access to a specialist, skilled group of staff	Continually reassess as needs and children and young people change	SLT	On-going	Children and young people can be placed in the most appropriate group for their needs without constraints of access or chronological age
Children and young people, parents and staff are safe	Monitor the condition of the school buildings and site and to carry out repairs quickly and to a high standard Monitoring of CCTV. Premises team to meet deliveries. All staff are issued with ID badges and	SLT Premises managers All staff	On-going	Children, parents and staff are in a safe and tidy environment

	<p>access control cards and visitors are issued with ID badges. Site security as a focus with staff team. Electronic signing in for staff.</p> <p>There are regular health and safety governor visits and external audits</p>			
<p>The school will continue to provide a safe environment for children and young people and staff which takes into account the vulnerability of children and young people and other seasonal illnesses</p>	<p>Practical strategies i.e. welfare checks, provision of PPE</p> <p>Organisational strategies i.e. welfare checks on transport.</p> <p>Communication systems, virtual staff briefings, parents' briefings, newsletters, reporting to Governors and Trustees</p>	<p>SLT All staff Oxleas Team Local Authority transport</p>	<p>On-going</p>	<p>Children and young people, parents and staff remain as safe as possible from seasonal illnesses</p>

The Curriculum

TARGET	STRATEGY	PEOPLE/RESOURCES	TIMESCALE	OUTCOME
All children and young people have access to the Compass Special School's curriculum	On-going programme of CPLD as part of core priorities School development plan	SLT Visiting trainers Long and short courses Curriculum Leads Careers Strategy	On-going	Teaching is of a consistently high standard. Children and young people make good or better progress as measured by the school's assessment systems
To develop robust practice and procedures supporting new teachers and teams to implement the exciting and innovative Compass Special School's curriculum	Planned opportunities for new team members to work alongside and learn from experienced special school's staff. Induction process and statutory and/or mandatory training. Support from Special School leaders including line management and varied opportunities for learning and dialogue.	QA Schedule including inset days and mandatory training Induction process including regular meetings and information sharing. Autumn 2025 interim arrangements for new staff. Line management structure. Special School's heat map. Special School's Leadership team.	2025-2026	Special School's curriculum model is successfully implemented; enabling all children and young to make good or better progress and to confidently encounter new contexts for learning. Their profile will be raised as children and young people within the school and the wider community. The learning environment used is dynamically risk assessed, accessible and engaging.
Meeting medical needs does not impact on	Training of staff in the appropriate medical	Clinical nurse trainer	On-going and adapting to meet needs	Children and young people with medical needs make good progress and are safe

children and young people's learning	competencies (virtually as necessary) Supporting Children with Medical Needs Policy and associated medical policies, document systems and procedures accurately.	Willow Dene School nursing team (shared with Rowan Wood in the interim) School staff		and comfortable in school. Staff are competent and confident in using the relevant competencies Medical training database, training plan and medical training criteria are implemented efficiently
Learning environments take account of individual learning styles and provide a range of contexts for learning. Classrooms are optimally organised to promote the participation and independence of all children and young people	Staff trained to use specialist equipment and communication systems Environment protocol implemented School development plan Team development plans	SLT Therapists School staff	On-going and adapting to new entrants and changing needs	Staff are proficient and confident in methods, approaches and use of equipment and resources Children and young people make good or better progress Environment protocols consistently implemented
All children and young people have access to appropriate facilities for play, citizenship, careers information, advice and guidance (CIAG) and accredited learning	Resources audited and supplemented as necessary Special School's curriculum includes play and leisure/work and leisure as an enrichment area The Careers Strategy is regularly reviewed and updated.	Special School's SLT School staff Careers Lead	Ongoing	All children and young people have stimulating and enjoyable play experiences and citizenship opportunities. Careers and accredited learning opportunities are personalised and appropriate.

	AQA unit awards are personalised for learners			
Special School's SLT have a current and well informed shared understanding of all aspects of access in relation to the curriculum	Learning walks Observations of teaching Performance management Planning monitoring Line management structure Sharing of information at Special School's SLT meetings Special School's Heat Map	Special School's SLT Therapy steering groups & representatives at Special School's SLT	On-going	Special School's SLT is well informed and have a collective understanding of areas of strength and areas for development. All staff benefit from this.

Improving the Delivery and Accessibility of information to parents

TARGET	STRATEGY	PEOPLE/RESOURCES	TIMESCALE	OUTCOME
To improve the standard and range of communication systems that Special Schools use to engage with parents and other stakeholders	Continue to enhance the Special School's website Further develop the potential of parent communication through the EFL app To monitor Special School's brochure for necessary changes	Special School's SLT School staff Relevant professionals Special School's Health and Family Support Advisors	On-going	Delivery of Special School's information and quality of information have improved Feedback is positive Parents and stakeholders are well informed and supported.

	<p>Regular newsletters and parent briefings</p> <p>Improve accessibility of literature for all parents</p> <p>Monitor quality of communication in home-school contact books.</p> <p>To consolidate progress made within core priorities: to revise and improve the annual review system</p> <p>Continue to gather parent feedback through annual parent questionnaires.</p> <p>Encourage Special School's participation in Compass Partnership parent forum.</p> <p>Continued development of parent groups and regular parent learning opportunities.</p>			
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	<p>Use of social media to communicate with parents and other stakeholders including the addition of Instagram</p> <p>Special School's Health and Family Support Advisor roles enable parents to feel supported in a range of context</p>			
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